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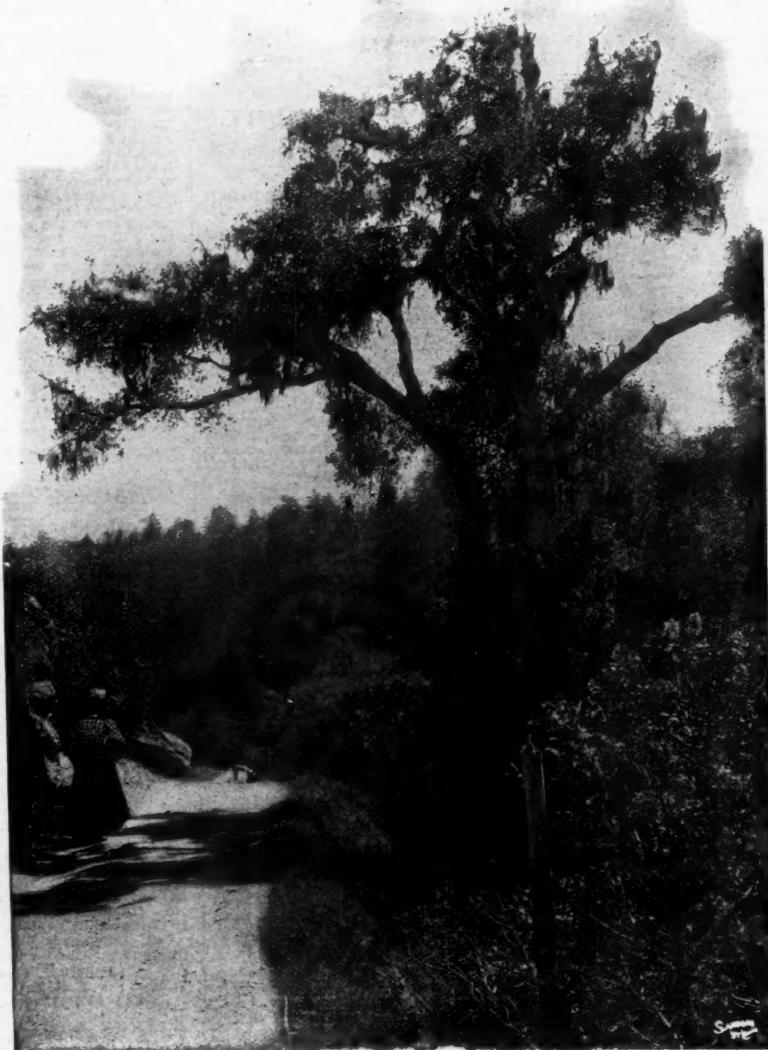
# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC

VOL. XXXIII. No. 5.

ST. LOUIS, MO., MAY, 1900.

ONE DOLLAR PER YEAR.



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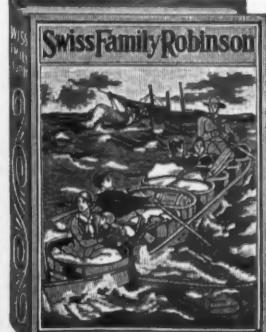


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UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC

VOL. XXXIII, No. 5.

ST. LOUIS, MO., MAY, 1900.

ONE DOLLAR PER YEAR.

## AN IMPORTANT NOTICE.

The great advance in the cost of paper and other materials that enter into the production of the American Journal of Education has made it absolutely necessary for an increase in its subscription price to \$1 per year. We have hesitated for several months to take this step, hoping that the cost of printing paper would soon be reduced, so that we could continue the low price of the Journal, but in this we have been disappointed. Many of the educational journals several months ago increased their subscription price. This increase in price will begin with our May issue. However, all subscribers now on our list and who are in arrears, will be given the month of May in which to renew their subscriptions at the 50-cent rate. Each subscriber in arrears will be notified of this fact, and can take advantage of this low rate. Remember that the regular price of the Journal after May 1st will be \$1 per year, but to all that renew their subscription during the month of May the price will be 50 cents. Every effort will be made to so improve the Journal in its reading matter so that our readers will not lose anything by the increase in price.

## AGENTS, ATTENTION!

We want a good agent in every county to represent this journal at the summer institute. Liberal terms will be given. Write at once and secure territory.

To err is human; to forgive divine.—Pope.

Knowledge is of two kinds; we know a subject ourselves, or we know where we can find information upon it.—S. Johnson.

## CONTRIBUTIONS.

### EDUCATION AND THE NATIONAL LIFE.

BY EDWIN A. GREENLAW, A. M.

In 1837 Emerson delivered an address which bears to the history of American thought much the same relation as the Declaration of Independence bears to American political history. This oration, entitled "The American Scholar," has been styled our intellectual Declaration of Independence, for in it the philosopher proclaims a new gospel of freedom in thinking, appealing to his fellows to cast off the yoke of dependence upon Europe in intellectual affairs and to think for themselves.

One of the most significant passages in this great oration is the section in which the author treats of action in its relation to scholarship. He combats the old idea that the scholar should be a recluse, living apart from men in a world of books, and he maintains that only by mingling with his fellows can he be sure of sane views of life. "Only so much do I know," he says, "as I have lived," and he shows that "he who has put forth his total strength in fit actions, has the richest return of wisdom."

In a certain sense every teacher, in the practical work of his calling, puts into effect this advice. He is acting, not contenting himself merely with study of text-books. But in another sense a word of caution seems necessary. By action Emerson means the coming into contact with life in as many forms as possible. Elsewhere in the essay he speaks of the narrow specializing tendencies of the day, by which a person becomes a good instrument, but only part of a man, a good finger, or mouth, or foot, but not a completely developed man. So the teacher who knows nothing outside of his school-room differs but little from the

farmer who sees nothing beyond his acres of corn, who fails to grasp the relation of his work to the general interests of the human race. The function of the teacher is to prepare his pupils to become good citizens and noble men, to prepare them for life; and how can he discharge these duties unless he is in full and hearty sympathy with that life.

The teacher, then, should take active part in the larger concerns of society. He should be, not a pedant, ruling his little school as a petty kingdom, associating only with musty books and with immature minds, but an active member of society, a practical man in the highest sense of the word. He should take interest in politics, not as a narrow partisan, but as a thoughtful student of men and measures. He should study the great questions of the day, questions of expansion, of administration, of literature, of social relations. He should recognize the relation of education to self-government and prepare himself to teach his pupils the duties of citizenship. As a man of action, he will acquire wisdom for directing his part of the great work of education, and will see that the school is kept in close contact with life.

\* \* \*

But it is not sufficient for the teacher to be thus in sympathy with the active life of his time; he must also be an idealist. Practical education, where "practical" means that which may be turned into dollars and cents, is the least valuable. If the school be simply the reflex of society and not a leader, an imitator and not a former, it is not discharging the true functions. All hope of human progress depends upon the superiority of one generation over the generation preceding it, and this superiority is a matter very largely determined by the school. The school, therefore, must not only be in sympathy with the life of the day, but must also prepare the way for the life of the future generation. The teacher must live in the present, taking active interest in its affairs, but he must also live in the future. He must have vision, must see ahead( must be a leader of thought and life.

\* \* \*

The future, therefore, will make large demands upon the teacher. His scholarship must be higher than in the past; he must have exact knowledge of educational science; he must be a completely developed man, a leader instead of a school-keeper. Teaching will become more of a profession and less of a trade. Its problems will attract the brightest minds and the influence of the teacher in the national life will be more evident than ever before. Certainty of

tenure of office, better salaries, and protection from unjust competition will help to draw to this profession a class of minds which other professions have captured heretofore. And education will become the interest and the study of the masses, of the layman as well as of the teacher himself.

\* \* \*

In the excellent volume entitled "The Meaning of Education," Prof. Nicholas Murray Butler says, "Education is the most important of human interests, since it deals with the preservation of the culture and efficiency that we have inherited, and with their extension and development." If this be true, as it certainly is, education should be studied not only by teachers, but by all. In the pioneer stage of national development, the great problem is the preservation of the individual. Men have little time to consider other matters than those relating to physical existence; protection from savages, from wild beasts, from starvation. In the next stage security has been assured and men now direct their attention to comfortable living. At the same time, some signs of higher life appear.

Music and the arts are cultivated, books and libraries become more common, and much of the crudeness of the pioneer life disappears.

But even in this age of material development, the principles actuating the mass of men are selfish. Men toil because they desire wealth; they even desire education and patronize art because of personal advantage or pleasure. But in the next stage, a phase of national life which is slowly evolving from the past, men are to be more unselfish. Then it is that education will be a matter of much more general concern, for the objects for which men strive will no longer be individual and selfish, but all will work for the common good. Education will be the interest of all, because it is through education that society can work to the best advantage—forming, moulding, correcting, developing here and repressing there, insuring continuance of free institutions by preparing men to become good citizens.

Thus the future will make larger demands upon the teacher and upon society. The problems of system, of general administration, are practically solved; we must next consider the larger questions of the relationship existing between education and the national life.

Northwestern University, Evanston, Ill.,  
April, 10, 1900.

## HANS CHRISTIAN ANDERSON.

BY BESSIE L. PUTNAM.

Few writers of any race or age have equalled Hans Christian Anderson in the art of interesting children, and his lovers are scattered throughout the world as far as his works are known. The Dying Child, one of his earlier poems, has been translated into the language of Greenland. Most of his works have been adapted to the needs of all European readers. And the high estimation in which he is universally held was fittingly shown him on his seventieth birthday by the presentation of a little volume containing one of his tales told in fifteen different languages.

He was born in Denmark in 1805, the son of a poor shoemaker whose family had seen better days, glimpses of which the father delighted to give to his children; and it is not improbable that from this habit the son Hans imbibed the gift, which, under his magic touch, led to world-wide and lasting renown.

When he was nine years old his mother died, and the boy worked for a time in a factory. Then he tried to use his wonderful singing and other talents as a means of access to the stage. But his uncouth appearance and lack of education were barriers to theatrical prominence. Friends finally enabled him to obtain entrance at public expense to an advanced school, and there was developed the real culture which stamped the most popular Danish author, one of the greatest story-tellers of any age.

For cultivating the imagination, his Fairy Tales are unsurpassed, and aside from the pleasant myths with which such literature abounds, they have a pure, uplifting sentiment, expressed or implied, which is sure to leave an impress for good on the mind of a child.

But a few hours ago it was my pleasure to read to some little folks his story of the Daisy (included in the Fairy Tales), and the study which their interested faces presented in the various parts of the tale was to the reader quite as interesting as was the story to the eager listeners. There was the beautiful picture of nature, so vividly presented that the fragrance of the flowers and the song of the lark seemed almost realities. Then came the little lesson on the folly and unhappiness accompanying envy, not given as a lesson, yet standing out so that it could not be overlooked. And finally, the tender pathos in the closing paragraphs which filled the eyes of my innocent little listeners with tears and, I am sure, enlisted them more emphatically on the side of humanity. Would that this lesson might be impressed upon every pupil throughout this broad land!

Many of his stories might easily be adapted to regular school-room work, either as language work, or as a basis for general information on various topics.

Take The Ugly Duckling, for instance. Let them re-write a portion of it in their own language. Or give a talk on some of the topics suggested by it, letting the pupils explain the different points when possible. The first picture presented is familiar to the average farmer's boy; but what about the stork? and why is it represented as talking Egyptian? Where do ducks usually nest? Compare the egg with that of the turkey. The natural instinct of ducks for water, and the aversion of hens and turkeys for the same element will draw forth an animated conversation, during which the peculiar adaptations of the former for swimming should not be omitted. The device of the bird in winter suggests the query, Which freezes more quickly, still or running water? Let some of the older pupils find out the appearance and habits of the swan, its native home, its points of similarity to the duck.

In this, too, we have the terror which man so often arouses in the hearts of birds; and it would seem that such pen pictures might tend to lessen the desire for sport (?) which demands the sacrifice of life. There are several other lessons which may easily be drawn from the story or left for the pupil to appropriate, as the teacher may deem advisable. As a rule, morals formally drawn have less effect than when simply put where they can scarcely be overlooked, a principle which Anderson fully recognized.

Harmonsburg, Pa., March 4, 1900.

## SUGGESTIONS FOR THE LANGUAGE LESSON.

BY CORA B. WHEELER.

Originality in expression of thought is one of the best of language lessons. The power to convey one's impressions by the well-expressed thoughts of the oral or written medium possesses a charm well repaying effort expended. The work of creating an interest in originality of expression must, necessarily be systematic, in order to be effectual. It should be a daily drill throughout the entire school life. Encouragement will stimulate originality of expression.

Inherent characteristics, are influenced by environment.

Privileges of child life passed near to Nature's heart cannot be over-estimated. Lessons learned at this period of susceptibility are remembered longest.

In order that each pupil may use the imaginative qualification he must be given an opportunity to express himself either orally or by means of written language, daily upon some original line of thought.

Letter writing is to be commended in that it possesses the advantages of correlation.

Incidental instruction in the technicalities of the composition of letters will accomplish the requisite essentials. Freedom of thought is the desired object. A reply from the teacher may give one of the best lessons.

A post-box in the school-room may incite interest.

Sympathetic appreciation of effort will establish the fellowship of confidence so essential between each and all. The uncriticised friendly letter may have its place in the regular work of the school. Where the thought of self-government is especially emphasized, the frequent inquiry: "What shall we do about this?" may be answered by letters.

Occasional reading of original compositions may serve a suggestive purpose.

The individuality of pupils as manifested in daily lessons, is to be carefully studied by the teacher.

The original expression is to be encouraged. Special days, when the talented children contribute to the entertainment, the making of books of prose or poetry when the artist of the class designs the covers; the Friday afternoons, when the musicians play or sing before their classmates—all these occasions furnish lessons in the recognition of ability.

Search out the tastes of children.

Each child may possess some good tendency. When found, encourage right habits of thought. If a pupil is interested and accurate in arithmetic, let him act as teacher at some time, and explain to his classmates the points where they need help. Conducting lessons in an original manner, introducing innovations, creating interest by means of tact—these sow the seeds of thought. Give the benefit of experience to develop the best in your pupils. Conversation lessons are among the best of methods for encouraging confidence.

Study each child. When interest is awakened, bring the pupil into prominence.

A studied selection of questions, which the pupil is to consider daily, offers a medium of drill in expression.

Teaching, drilling, testing—the essentials of each study—must be utilized for the benefit of the pupil's growth in originality of expression. The teacher must possess originality of methods, of presentation of subjects, and illustrations, would she appeal to the pupils' interest in this direction.

Daily drill in original expression of opinion upon assigned, selected or contributed topics is advisable.

Regular tests, when the answers to certain adapted

questions for child study, are propounded, are calculated to measure the pupil's development.

Appeals to his best tendencies will stimulate the child to greater effort.

Praise for honest effort must be given with tact.

Tact—an essential for the true teacher—will teach that "actions speak louder than words." Let the language express the true child, at his best.

#### A PRIMARY NUMBER SUGGESTION.

BY LINA L. PATTERSON.

After the little ones have learned simple combinations in addition and subtraction, and interest decreases, I have found the story-telling device to be both enlivening and instructive.

One member of the class is told to tell a story in the "ands," they would not know what was meant by the word addition.

The child rises and says, using names of his classmates, "If Nellie had six plums and Paul gave her four more, how many would she have?"

A moment's thought and a pupil answers, "Ten plums."

The next in order then tells a similar story, using different numbers, names and objects.

To stimulate quick, accurate thinking, I sometimes allow the first one giving the correct answer to tell the next story. If this latter method is used, care must be taken that the children do not make guesses. Random guessing must not be allowed; it is one of the worst evils to be uprooted. If it is not allowed it will not have to be overcome later.

The "give away" stories are taught in a similar manner. The child giving the story, says: "If Mary had eight peaches and gave Tom five of them, how many would she have left?"

Simple fractions, as one-half, one-third and one-fourth are very easily taught in this way. They ought not, however, to be called fractions or the good results will be lost.

The purchase and sale of imaginary articles of small value furnish a change of stories, and is of untold value in a practical way.

There is no limit to the stories and combinations that will be made by a class of eager little ones if the teacher be wide awake and inspiring.

The children never seem to tire of "telling stories," and after a little practice, will give quite difficult combinations. Each child is supposed to give the answer to his own story, if no one else can, so there is little or no chance of the child's telling stories he does not understand.

Burton, O., April 14, 1900.

## THE WHISPERING PINE.

A Natural Study by a Student of Nature.

BY FRANK C. RIEHL.

Deep down in the heart of the Human.  
 The love of true Nature is set;  
 Nor station nor mental acumen  
 May school to disdain or forget.  
 The world, with its cares and abuses,  
 May sometimes eclipse or obscure  
 The song of the lark, and its uses,  
 But never for long can endure  
 The spell. It may hold for a season,  
 To mammon or social decree,  
 But each must atone for the treason  
 By paying this debt in degree.  
 Who, wrapt in commercial endeavor,  
 Is lost to the lilt of the free,  
 That sounds through the woodlands forever  
 Hath scant of life's pleasures to see:  
 The mint and the mart of commotion,  
 Have not a reward that may live,  
 Ignoring the tides of the ocean,  
 And all that their changes can give.  
 Mankind, vainly dreaming and scheming,  
 For honor and station and wealth,  
 By woodland and waters redeeming,  
 Finds leisure and pleasure and health.  
 So long I was heartsore and weary,  
 Alone, though the many were there,  
 My lot seemed a labor so dreary;  
 I knew not of ways that are fair:  
 But once, in an hour of sadness,  
 Discouraged, I wandered away,  
 And hope and ambition and gladness  
 Came back to my being that day.  
 Since then, am I sated and tired  
 Of men and their selfish designs,  
 I go to the forests inspired  
 And list to the whispering pines.

"Do you know," said the Whispering Pine, as I reclined gratefully in its broad shade, inhaling the sweet fragrance of resinous foliage, "do you know, it does me good to find occasionally one of the family of humans whose sensibilities are fine enough to appreciate the privilege and true meaning of association with Nature?"

It was a brilliant day in autumn, the recipient, one of a party of vacationists who had sought the solitude of the great north woods for a brief season of respite from the common things of life, wandered alone ac-

companied only by his own meditative thoughts, from the environments of the camp to the deep solitude of the primal forest.

And when the uncertain trail made by the wild things of the woods led by the trunk of an immense pine tree, close on the bank of a broad lake representing the things above and about him in perfect reproduction at his feet, it was a resistless temptation to down upon the buoyant cushion of needles, the fall give up all purpose for the nonce, and sink gratefully of a dozen seasons—a master-work of upholstery which millions might not purchase nor science reproduce.

It was a calm day; still with that reposed silence that soon grows oppressive to the superficial man of the world, but which appeals to the more meditative temperament with a wordless tenderness, so broad, so deep and so congenial that the mind, transplanted, forms new affinities with its immediate surroundings and enters into confabulation with a companionship as large as the soul of the universe.

So it happened that the monarch of the Wisconsin woods unfolded the secrets of its majestic individuality to the alien wanderer from a prairie state.

"Yes," continued the tree, as a breath of Indian summer played gently through its broad expanse of evergreen foliage, "I have seen many strange things in my time, but none more disagreeable—nay, be not offended—than the pedantic babble and inexcusable follies of these big-little creatures who style themselves men, and who come here sometimes to insult the plan of Creation by exposing themselves in all the nakedness of their unworthy being to the eyes of uncontaminated Nature.

"Aye, they come here in the pretense of seeking rest and recuperation, which we so gladly extend to all who honestly seek, but in reality to indulge their own degenerate tastes and passions, to spend the days in wanton destruction of still and animal life, and the nights in revels that shame the traditions of the forest folk.

"No, you do not understand, which is your way of saying that you do not *relish* our method of stating what you know in your heart to be truth. The laws of this realm are wild, as you term them, but they hold unswervingly to a rule, corresponding to your so-called natural philosophy, of unimpeachable integrity and justice—a unity of purpose and consequence which you and your human brotherhood are incapable even to comprehend. These hundreds of years I have kept my watch here, and the things that have

transpired within my jurisdiction would outweigh in the balance of the Creative Plan, all the struggles, triumphs and defeats that have come to you and your race since my friend, the Red Man, gave the first acre of his inheritance to the demands of the invaders. In all that time I have seen nothing wasted while the unity of the forest law remained intact.

"But when your brothers come here they bring with them every implement of destruction that their vaunted genius of invention has enabled them to devise. Not only do they kill the beasts of the woods and the fishes of the sweet waters to the extent of their present needs, but the slaughter they inflict is limited only by their capacity to do mischief, and never satisfies the measure of their desires. They hew down right and left the timber growth of centuries, to satisfy the merest whim of fancy or desire, and returning from this noble season of restful pastime, leave behind a void of life that cannot be repaired while they and many more shall measure out the span of their miserable lives.

"Nay, make no angry rejoinder, for when here alone, unsupplied with your implements of destruction, you are the most utterly helpless creature that ever passed beneath these shades. What I say to you is a personal compliment, because I see in you that spark of unity with our kind which enables you to appreciate at least some measure of the force of my words, with perhaps the disposition to carry it back to your fellows in their marts of endless conflict as a lesson of possible help to some who grope in darkness, not knowing the way of release.

The underlying trait of the human is selfishness, and in the case of so-called civilized man it has developed to such an extent as not only to lose all regard for the balance of what I may call elemental society, but for the inevitable future as well, when this work must be justified, and its weight will fall back upon them with crushing force.

To be sure, the Indian was also a destructive creature, but he never killed game or fish beyond his needs, and the damage he wrought did not exceed the energies of the soil to repair.

But, as I said at the beginning, I am glad to find occasionally some one of your race who come to these regions not to destroy, but to commune, to seek information, and to gain health and wisdom. To such as these are open the storehouse and the laboratory of Nature, and none ever came here honestly seeking who did not find a rich reward for their effort. For these we spread our fairest welcome, and by them,

through their association with the true font of the world's inspiration, is all the sunshine that creeps into the narrow lives of many in the narrower confines of your crowded marts. Therefore you are welcome, you and your friends who come in this spirit. But for the present farewell; yonder the sun calls me to convey to the lowlier things of the woods his good-night greetings for the day, and down by the brook your fellows wait, with little patience, your return.

Come again on the morrow, if you like, and we will talk more of these, and of many things.

Alton, Ill.

#### CHARLESTON A COOL PLACE.

Some fear has been expressed by those who do not understand physical geography that the temperature of Charleston at the time of the meeting of the convention will be oppressive, but the official records of Charleston and the records of the United States weather bureau, covering a period of 100 years, show that in no place in this country is the summer temperature more equable and pleasant than it is in Charleston. The range of the thermometer here is not nearly so high on the average as it is in Boston, New York, Asbury Park and Saratoga, and at the time the convention was in session last year in Los Angeles, and the delegates to that convention were suffering from intense heat, the people of Charleston found light blankets to be necessary to comfort.

Another quality of the summer temperature in Charleston is that sun prostrations are exceedingly rare here. Charleston being situated directly on the Atlantic Ocean, enjoys all the advantages of the southwest trade winds, which blow at that season of the year continually and on account of their influence extreme heat is prevented.

"The hottest place in which we ever held a meeting was not Nashville, but Milwaukee.

"The next hottest place was not Nashville, but Chicago.

"The next hottest place was not Nashville, but Topeka.

"Charleston is certain to be cooler than it was at Milwaukee, Topeka or Chicago, and may be as cool as Los Angeles."

A little philosophy inclineth a man's mind to atheism, but depth in philosophy bringeth men's minds to religion.—Bacon.

Subscription renewals will be received at 50 cts. per year during May only.

**EDUCATIONAL NOTES  
...AND CURRENT EVENTS...**

BY J. G. REYNOLDS.

**SCHOLARSHIP FOR MISSOURI BOYS.**

The graduates of Harvard College residing in St. Louis have decided to provide a scholarship for some Missouri boys who will attend that institution. It will amount to three hundred dollars a year to those who accept the conditions.

At President Eliot's suggestion, it was decided to make it a graduate scholarship. The work done by the beneficiary must be in the post-graduate department of the university. The applications for this scholarship must be accompanied by references from the authorities of the applicant's college or university, or by other satisfactory evidence of his proficiency, zeal and general good character.

The scholarship is payable by the bursar of Harvard University as follows:

One hundred and fifty dollars at the close of his first half year, and the remainder at the close of the year, provided the candidate has entered as a graduate student according to the rules of the university and continued his studies through the academic year; but the bursar may make payments at other times and in different amounts if for any cause he shall deem it best.

**CONSULT THE SUPERINTENDENT.**

In the purchase of school supplies it is certainly a very unwise procedure for the board of directors to purchase without consulting the teacher of the school. Very few directors know what is needed and the agent who is selling the articles is a very poor one to advise them. Several cases have come to our knowledge where the school directors have been persuaded into purchasing things that they already possessed. This would never have happened if they had consulted the teacher.

**POLITICS IN THE SCHOOLS A CRIME.**

A vigorous writer in the Atlantic Monthly is unsparing in his denunciation of the political wire puller who gets on the school board. His words are none too strong when he says:

"Political tricksters, who give positions to incompetent teachers in return for political support from the friends of such teachers, steal from defenseless children. The horrible accumulation of social conse-

quences would appall us if it resulted only in deformed bodies and wasted intellectual energies. But the inevitable consequence of incompetence in the schoolroom is spiritual death to the children, the dwarfing of all noble purposes, the paralyzing of all high effort, the destruction of all that makes life worth living. Herod killed the innocents, as he doubtless thought to protect his throne. The modern politician murders the children for mere gain; and it does not seem to make any difference that his own children are among the number. Partisan politics is the most horrible curse that ever spread its blighting influence over the public schools."

**ALCOHOLIC DISCUSSIONS.**

Out of all this discussion about the teaching of the effect of alcohol on the human system there is sure to come some good in the end. We cannot see why some people are so wrought up over the fact that we teach that alcohol is a poison just because there is a small possibility that perhaps in some cases it does not act as a poison. In this respect it certainly is not different from arsenic or some other of the deadly drugs. These things are always called poisons and are so labeled when they are sold, but nevertheless they are used as medicine and are often considered necessary to the system under certain conditions.

No doubt there are some cranks on both sides of this subject and they will be eliminated and the truth will prevail in the end. We are still of the opinion however that the cross bones and the skull would be the proper sign for all the places where alcoholic drinks are sold.

**THE SOUTHERN BATTLEFIELDS.**

What an opportunity will be given our teachers this summer to see and study many of the famous battle fields of the civil war. On the trip to the meeting of the National Educational Association, both going and coming, there will be given stop-over privileges on all the railroads, and then the choice of one route going and another on the return trip will enable a large field of historical interest to be explored. Chattanooga has given a special invitation to the teachers to stop there and spend one or two days visiting Lookout Mountain, Missionary Ridge and Chickamauga. Atlanta also is making preparations on a large scale to entertain all who will stop over at that place. From there to Charleston will be one continuous historical feast as we pass over singing "Marching through Georgia."

**SPRING CLEANING.**

Everybody cleans house in the spring and the school house should not be overlooked. The last month of the school may be made the best and most profitable of the whole year if there is enough attention given to the child's ever craving for change. The outside of the school is changed by nature; let the inside be completely renovated by human hands. But this is not enough, says Mrs. Dewberry in the Educational Exchange:

"Children need new mental food, so do not consider your spring cleaning over when you have supplemented the janitor's work by putting away every old used-up copy book, drawing book and spelling blank, by arranging the pictures on the wall, by placing the pretty pots of maiden-hair fern, oxalis and scarlet geranium in the window. These changes are welcome, yet they but emphasize the staleness of the daily routine.

"You must enter the domain of the three R's and clear away the spider webs that you have allowed to accumulate there.

"Perhaps in your earnestness to correct certain errors of the class you have fallen into the habit of nagging, and nothing becomes more stale to children, so out with it.

"Perhaps a re-arrangement of the lesson schedule will bring rest. Spicy supplementary reading, problems that direct the mind to practical objects and purposes, bits of personal or local history and geography, all these can be used as relishes for the mental appetite, and will help to attune the pupils to their surroundings.

"Bring spring indoors, and you will find that both you and the pupils will be enabled to meet with sound vigor the long hot days that come just before the vacation."

**A GOOD SIGN.**

It is one of the very best indications of a good teacher when we hear of many of his pupils going on and taking a complete course at some college. That teacher who leaves his pupils in the state of mind that they think they are educated when they have only gone through the eight grades of the common school is certainly lacking in one of the main essentials—inspiration. No matter what else the child gets from the common school course he should leave that course with a strong appetite for further knowledge.

*Be ashamed to die until you have gained some victory for humanity.—Horace Mann.*

**THE PUBLIC WINS.**

For several months the friends of the public schools of the city of Alton, Ill., have been considerably stirred up over the hasty and unwarranted action of its Board of Education, in asking Prof. R. A. Haight, superintendent of schools in that city for the past 25 years, to resign. No reason whatever for the action of the board was given, except that the superintendent had been in office long enough. As soon as the action of the board was made public, a wave of indignation swept over the city, and a protest signed by many hundreds of citizens was presented to the City Council. The City Council approved the administration of the superintendent, and requested the board not to remove that officer. The board persisted in its course, and the Council at its meeting April 26, removed the members of the Board and appointed a new Board of Education, and now all is peaceful in school circles in that beautiful little city on the Mississippi. Mr. T. H. Perrin, one of the publishers of the American Journal of Education, having served as a member of the Board of Education for two terms in former years, was appointed a member of the new board. The final result of this controversy in Alton is quite a compliment to the faithfulness and ability of Prof. Haight, and is a clear manifestation of the wonderful influence an efficient educator has over a community.

**PUPIL GOVERNMENT.**

The success or failure of a democratic government in the schools, like all other government, depends very much upon the man at the helm. It takes wise direction and good leadership to take a school where the children have been living under the system where anything was right that was not known by the principal to so inspire these same children that they will love and do right because it is right, and be ready and willing to inform on and punish the wrong-doer because he does wrong.

No doubt there will be some failures along the lines of pupil government, but in every school where it is successful, there will be developed a class of pupils who will grow up to manhood and womanhood with such a strong desire for right and justice in all governmental affairs that they will become the saving power of this country.

**THE ISLAND OF GUAM.**

Gen. Wheeler has submitted to the Navy Department a very interesting description of the island of Guam which he visited on his way to the Philippines. "He says the area of the island is about 150 square

miles, of which one-half is susceptible of cultivation, although only about 1 per cent is now under cultivation. The population is fixed at about 9,000 souls, nearly all of whom reside in the towns. The soil is very fertile, and fruits and staples are produced in quantity, the cocoanut trees especially having an appearance of thrift and bearing power superior to any seen before in the tropics. The dugdug and other bread-fruit trees grow to enormous size on the island; deer and wild goats are found in abundance. Flying foxes are numerous and form one of the principal staples of food. Centipedes, wasps, large spiders and a species of small scorpion are common, but their bite or sting is not dangerous. There are no tarantulas and no snakes."

#### TAKE UP THE SPANISH COIN.

The House Committee on Territories has reported favorably on a measure suggested by Secretary Gage and the Director of the Mint, to take up the outstanding silver circulation in Hawaii. There are now about \$1,000,000 in silver coin and \$272,500 in silver certificates in circulation in Hawaii. The coins are of the same weight, denomination and fineness as those of United States, differing only in imprint. They will be called in and replaced at their face value by United States coins.

#### MAFEKING NOT YET RELIEVED.

No news of consequence has been received from the town of Mafeking which has now been under siege for nearly five months. From latest advices, however, the town was not considered to be in serious danger of capture, although there was a possibility that it might be starved into capitulation. A strong column is said to be advancing from Kimberley for its relief. In England, the principal interest in Mafeking arises from the fact that the son of Lord Salisbury and a number of young Englishmen of high social station are locked up in the beleaguered town, and this fact is supposed to be one reason for the strenuous efforts that, for several months, have been made for the relief of the place.

#### PARIS EXPOSITION.

The Paris Exposition is now in full blast. Travel across the Atlantic is likely to be very heavy for some months. The exhibits are said to be very fine, especially those of England and the United States. Some of the writers claim, however, that it does not near come up to the great World's Fair at Chicago. We could hardly expect any other city to do things on as large a scale as the great city by the lake.

#### TARIFF BILL PASSED.

The much discussed Porto Rican tariff bill passed the Senate April 3. The measure had a majority of nine. This bill called forth the keenest and most prolonged debate which has occurred since the memorable "war Congress" of two years ago. It provides for a tariff of 15 per cent of the regular rates. Apparently like England, with the tax on tea only enough is left to retain the principle of a tariff.

Secretary of the Treasury Gage has decided that the customs feature of the Puerto Rico tariff and government bill goes into operation on May 1, 1900. This decision was made necessary in view of discrepancy in the bill as to the time the act shall become operative. This decision applies to all of the affairs of the island, and the War Department will retain complete control and direction there until May 1. It is expected that Governor Allen will be in San Juan before the end of the present month, but he will not undertake to assume his office until the date named.

#### NEW GOVERNOR.

Mr. Charles H. Allen, Assistant Secretary of the Navy, has been appointed as the first Civil Governor of Puerto Rico under the provisions of the bill, which became a law last week, providing a civil government for the island.

Mr. Allen was born in Lowell, Mass., in 1848, and graduated at Amherst. He has had, in addition to his business experience, a great deal of legislative training. First a member of the Lowell School Board, he entered the Lower House of the Massachusetts Legislature in 1881, went into the State Senate in 1883, and then became a member of the National House of Representatives. His administration of the vast details of the Navy Department has been extremely popular.

#### FAMINE IN INDIA.

The State Department has made public a report from United States Consul Fee, at Bombay, relative to the famine in India, and which presents startling figures to illustrate the extent of area covered by the famine. Mr. Fee says that the famine area covers 300,000 square miles, with a population of 40,000,000, and there is a further area of about 145,000 square miles, with a population of 21,000,000, in which more or less distress prevails.

In 1897 Congress appropriated a sum of money to be used in chartering vessels to carry food stuffs which were donated for the relief of the famine in India. The sum donated was sufficient to charter two vessels, but the amount of food donated could be carried in one. Lately an effort has been made to collect a sufficient amount of food stuffs to make up a second shipment, and as Secretary Hay has decided that the present famine is a continuation of the one of 1897, the remainder of the sum appropriated at that time is still available for that purpose.

By a vote of 240 to 15 the House has adopted a resolution for a constitutional amendment providing for the election of United States Senators by direct vote of the people. Any amendment to our constitution is hard to pass, but with this overwhelming majority in the Lower House as a beginning it ought not be long before this amendment becomes a part of the law of the land.

Are you going to take in the National Educational Association at Charleston this summer. If so please write us and let us arrange to go together. It is very tiresome traveling alone but where there are congenial company it is a source of great pleasure as well as profit.

## ARNOLD'S IDEA OF A TEACHER.

I want a man who is a Christian and a gentleman. I do not so much care about scholarship—and yet, on second thought, I do very much care for it because I think even the elements are best taught by one who has a thorough knowledge of the matter. However, if one must give way, I prefer activity of mind and interest in his work to high scholarship; for the one may be acquired far more easily than the other. A teacher should have the power of not saying what he does not mean; of saying what he does mean; of doing what is right; of speaking what is true; and of thinking what is good independently of any professional or conventional notions that so to act, think or speak is becoming or expedient.

## CONVENTION HALL BURNT.

The convention hall at Kansas City, where the Democratic National Convention was to be held July 4, was consumed by fire in less than thirty minutes during the afternoon of April 4. This was the largest structure of its kind in the United States. It will be rebuilt in time for the convention.

Education grows easier, and at the same time more difficult. Easier because of greater school population making larger numbers, and therefore lighter cost to the individual. But the work of moulding character by school-work grows harder, because the street and social life outweigh the school. We think that children are forward and fast, and deplore the loss of old-fashioned childhood with its winning ways and slow development. It is not childhood but the age that is at fault. The most potent educative force on this earth is the touch of mind to mind, and the children of to-day are in contact on all sides with the crowd. Never was education so important, since intelligence increases in value with the number and power of the intellects one has to meet.

In solitude one may be ignorant and suffer no loss except that of wise reflection; but in society to be ignorant is to suffer shame and loss by comparison with other men. In modern life there is no solitude. Society crowds every where. Ignorance finds no place to hide in.

Our education must be more social and moral. It must give not merely book learning, but the power of acting, working and living with others—with large societies—in justice, charity, wide sympathy and good fellowship. We want not less language, mathematics and science, but more and grander morals—mountain-like principles of honesty, honor and public good. Not less of the spelling book, but vastly more of social truth.—S. D. Educator.

## RESULTS.

A carpenter's ability is rarely estimated by the number or kind of tools he may happen to possess but by the quality of the work he turns out. Too often the teacher is judged by his tools. If he has all the pedagogical books of the day and shows a glib familiarity with the fads and fancies of some of the apostles of the new education we are unfortunately accustomed to inscribe his name pretty high on the roll of progressive and successful teachers without stopping for a minute to examine the products of his pedagogical creed. "By their works ye shall know them." Are they producing self-reliant, progressive spirited broad-minded men? That is the only test. Theory amounts

to but little, results count.—West Virginia School Journal.

#### REACH THE COMMON PEOPLE.

We have looked with increasing distrust upon the habit of the teachers' institutes, conventions, clubs and associations becoming every year more exclusively professional, and shut out from vital connection with all other professional classes and the community at large. Of course, the lecture platform at the institute or convention may become a nuisance if captured by any one of a dozen kinds of irresponsible or absurd "orators." But no influence has been more powerful and beneficent in the upbuilding of the common school than the public addresses of able, representative men. Horace Mann not only talked education for a generation to the whole American people, but set everybody in Massachusetts talking, from Daniel Webster, Dr. Channing and Edward Everett down to the parish minister and the town-meeting fiend. It was a great mistake when the educators of Massachusetts, in the multiplication of the agencies for the professional cultivation of the teachers, practically left out the evening lecture; making every gathering from the State convention to the secret club a circle into which the outsider, however eminent, cannot venture save by a courtesy which makes his presence virtually useless. The result is that the vast majority of the ablest and best people are left with the most hazy and misleading notions of even the best things going on in the schoolroom; and the courses of study and often the entire life of the children for five hours of the day, five days in the week, and nine or ten months of the year, depend upon the educational theory of a strong-minded educator, able as superintendent to capture and maneuver his board of education. One serious effect of this is that the public schools are all the time at the mercy of the army of cranks, pessimists and "investigators" who can easily get a hearing through the press, and almost "deceive the very elect" by their virulent charges and ridiculous criticisms on a good system of public education. It is painful to witness the state of mind in which the best people of any community may often be found in such a tempest of public agitation.—Education.

#### DISHONORABLE PRACTICES.

Idleness is better than work obtained dishonorably; any honest job, than a position secured by unfair means. He who has pleased his board and the public and has the prospect of being retained at a salary satisfactory to them and to him, has a right to expect

that his fellow teachers will let him and his place alone. When he determines to change he will say so. If the board desire some one else, they will make it known. To go to that board and say, "The man you have may be all right, but I will do as well for you next year for \$5 a month less" is as disreputable as stealing. That this offer is indirect and by implication, makes it none the better. The wrong lies in attempting by taking less pay to get the place of an honest man doing honest work. Yet this custom is not as uncommon as it may seem, especially as regards the principalship in our smaller towns. Each year positions are lost simply through such underhanded methods. He who is found guilty of such practices should be promptly ostracised. He is not worth a place in the honorable profession of teaching and only by keeping out the unworthy can a high standard be preserved.—Exchange.

#### HIGHER IDEALS.

The teacher who is unable to set the faces of her pupils skyward, and let in the sunlight of higher and better things, nobler ideals and loftier ambitions, and incite to more earnest efforts to do and to be, to reach the highest and achieve the best, cannot do for them what can and should be done. This cannot be done all at once, and perhaps not all of it by one teacher, but there should be constant improvement and a gradual approach to the highest ideals.—Missouri School Journal.

#### INDUSTRIAL EDUCATION.

The people who are wedded to the idea that scholasticism is all there is to education are booked for some severe disappointments in the not distant future. Manual and commercial training, home and civic economics, and the domestic industries are all knocking loudly at our school house doors—and unless text-bookism consents to divide space with them there are troublous times ahead of us. The people are beginning to find that as a means of preparing the average boy and girl for life mere book-knowledge has hopelessly broken down.

—Learning by Doing.

Accuse not Nature, she hath done her part,  
Do thou but thine.—Milton.

He that forgets his friend is ungrateful to him; but he that forgets his Savior is unmerciful to himself.—Bunyan.

Men are but children of a larger growth.—Dryden.

**ILLINOIS QUESTIONS USED AT MADISON COUNTY  
FINAL EXAMINATION.**

**ORTHOGRAPHY—EIGHTH YEAR.**

1. Pronounce the following words for pupils to spell: Declension, reduction, Calcutta, agitation, judiciary, nominative, masonry, Utrecht, Dred Scott, tribunal, interrogative, metric, Oceanica, summary, patriotism review, measure, surface, secede, local.

2. Write the following words so as to indicate their correct pronunciation by dividing them into syllables, marking the accent, and giving diacritical marks: Acculturated, caprice, encore, demise, incisor, parotid, analogous, codicil, defalcate, florid.

3. Write and define five words containing fer. Ditto, five words containing flect.

4. Define word, penultimate syllable, derivative word, monosyllable, suffix.

5. (a) Write five words which illustrate the rule that "G is silent before m or n in the same syllable." (b) Write five words which illustrate the rule that "H is silent when it follows g or r in the same syllable."

**OBSERVATION WORK—PHYSICS.**

1. What causes mud to dry up? Why does mud dry up more rapidly at one time than at another?

2. Of what does a cloud consist? Of what use is wind in connection with rain?

3. Which cools faster land or water? What effect does this have upon climate?

4. Why does water rise in a common pump? What is the use of the valves in a pump?

5. What causes wind? Why is it fortunate that water expands before it freezes?

**HISTORY—EIGHTH YEAR.**

1. Give the principal provisions of the Ordinance of 1787. When and where was Washington first inaugurated president of the United States? What was the purpose of the Sedition Law? Briefly speak of Lewis and Clark's expedition.

2. Tell about Perry's victory on Lake Erie. Tell about Jackson's victory at New Orleans. Tell about the Florida purchase. What is known as "The era of good feeling?"

3. What was the Monroe Doctrine? Where is the Erie Canal? What effect did its construction have upon the development of the country? Tell about the annexation of Texas.

4. What caused the war with Mexico? When did it begin? How long did it continue? Terms of the treaty of peace?

5. Give the principal causes of the Civil War. What States took up arms against the government? How were the seceded States governed immediately after the close of the war? What amendments were made to the Constitution of the United States after the war?

**GEOGRAPHY—EIGHTH YEAR.**

1. (a) Give two reasons for the commercial importance of Europe. (b) Name and locate five mountain ranges of Europe.

2. (a) What may be said of Great Britain as a commercial nation? (b) Briefly speak of Holland as to location, surface or relief, climate, products and form of government.

3. Of what does the German Empire consist? What and where is its capital? What are its principal industries? For what are its people noted?

4. (a) Why does Turkey hold low rank among European nations? What are its principal products? (b) Bound Asia. How does it compare in size with other continents?

5. (a) Give causes of the backwardness of civilization in Africa. (b) Where are the Hawaiian Islands? Why important? Capital? Products? What noted volcano on these islands?

**ARITHMETIC—EIGHTH YEAR.**

1. (a) Write the table of avoirdupois weight. (b) Reduce 4 mi. 140 rd. 3 yd. 1 ft. 9 in. to inches.

2. (a) Make drawings of the following triangles: right-angled, equilateral, isosceles, scalene. (b) What is the area of an equilateral triangle one of whose sides is 24 rods?

3. (a) Write the table of cubic measure. (b) How find the area of a right-angled triangle?

4. (a) How many bushels of wheat can be stored in a bin 8 ft. by 10 ft. by 12 ft.? (b) What is specific gravity? How find the specific gravity of a small stone?

5. (a) How many rods of fence will be required to enclose 10 acres of land in the form of a square? (b) The base of a right-angled triangle is 40 feet, and the hypotenuse is 120 feet. What is the perpendicular?

**GRAMMAR AND COMPOSITION—EIGHTH YEAR.**

1. Define and give an example of each of the following: Irregular verb, transitive verb, interrogative pronoun, predicate-nominative, conjunctive adverb.

2. Use the possessive singular and the possessive

plural of each of the following words in sentences: ox, child, wife, lady, negro.

3. How are sentences classified as to form? Define and give an example of each kind.
4. What is an adverbial modifier? A phrase? A clause? A compound element? A substantive phrase? Give examples.
5. Write a letter to a friend and ask him to write for you a letter of recommendation.

#### MORALS AND MANNERS—EIGHTH YEAR.

1. What is meant by the maxim "The noblest courage is the courage to do right?"
2. What is humility? Give an illustration.
3. Give some of the results of self-respect. Some of the results of the loss of self-respect.
4. What is meant by self-control? Give an illustration.
5. What is prudence? Give an illustration.

#### CIVICS—EIGHTH YEAR.

1. (a) Of whom is the House of Representatives composed? Qualifications? How elected? (b) Name some lessons of government that may be learned on the playground.
2. (a) What are the qualifications of the President of the United States? His salary? For what and how removed? (b) Why are people taxed to support schools?
3. What is meant by "consular and diplomatic service?" Of what does the law-interpreting power of our government consist? Who is Chief Justice of the United States, and what is his salary? Name some of a citizen's duties to his government.
4. Name some conditions favorable for accumulating wealth. Some conditions that are unfavorable. What are the powers and duties of Congress as to revenue? Ditto, as to trade?
5. What is money? What should determine the rate of interest, rent, or wages? What are some things that states are forbidden to do? What is meant by the "law of supply and demand?"

#### MEMORY GEMS.

Oh, wad some power the giftie gie us  
To see oursels as ithers see us!  
It wad frae monie a blunder free us  
An foolish notion.  
What airs in dress and gait wad lea' us,  
And e'en devotion.—Burns.

#### TEACHERS' EXAMINATION QUESTIONS.

##### MENTAL ARITHMETIC.

Select any ten of the following questions:

1. In a school two-thirds of the students study algebra; one-fourth of the remainder, geometry; and the rest, or 12, trigonometry; how many scholars are there?
2. A cistern holding 70 gallons has a pipe by which 15 gallons will run into the cistern in 1 hour, and another that will discharge 10 gallons in an hour, when both are running, what part of the cistern will be filled in 3 hours?
3. A room 14 feet by 13 feet is covered with carpet three-fourths of a yard wide, the same figure being repeated at intervals of 9 inches. How many linear yards of carpet are required, if the breadths run lengthwise?
4. How shall I mark goods that cost \$6 so that I can deduct 10 per cent from the marked price, and make 5 per cent on the cost?
5. A lawyer collects a debt, takes 2 per cent for his fee, and remits the balance, or \$490; what is his fee?
6. By buying apples at 2 for a cent, and the same number at 3 for a cent, and selling all at 5 for 2 cents, I lost 2 cents, how many apples did I buy?
7. When I first met Mr. A. I was one-half as old as he was, and in 12 years after I was three-fourths as old as he was; what was each of our ages when we first met?
8. A man bought a hat, a coat, and a vest, for \$40. The hat cost \$6, the hat and coat cost 9 times as much as the vest. What was the cost of each?
9. The amount of Robert's capital for a certain time, at 4 per cent., was \$360, and for the same time at 7 per cent., it was \$405; required the principal and the time.
10. Walter sold a horse for \$120, and thereby gained one-fifth of its cost; what would he have lost per cent. by selling it for \$80?
11. If a man walk a certain distance at a rate of  $3\frac{1}{2}$  miles an hour, and ride back at the rate of 6 miles an hour, what is the distance if it takes  $4\frac{3}{4}$  hours to go both ways?
12. If 4 horses eat 21 bushels of grain in 6 days, how many bushels will 8 horses eat in 12 days?

##### ARITHMETIC.

Select any ten of the following questions.

1. Explain carefully the processes of teaching numbers in the primary course, without the book.

2. Explain the use of objects, oral analyses, and rules in teaching arithmetic to children.

3. Three men have respectively \$216, \$360 and \$432, with which they wish to buy horses, at the highest price per head that will allow each man to invest all his money? How many can each buy?

4. Explain the principle involved in the reduction of fractions to lower terms. Illustrate.

5. "To divide one fraction by another, multiply the dividend by the reciprocal of the divisor." Illustrate and explain this.

6. What will 35 yards cloth cost, if 29 yards cost \$101.50?

7. A merchant sold shoes for \$1 less than they cost and lost 16  $\frac{2}{3}$  per cent. What did they cost?

8. Explain the relation existing between Rate, Base, Percentage and Amount. Is the percentage an abstract or concrete number?

9. A merchant sends his agent \$1,508.80, to buy feed at \$5.75 per ton, after taking out his commission of  $\frac{1}{2}$  per cent. How many tons will he buy?

10. Solve by proportion: If 10 men can cut 46 cords of wood in 18 days, working 10 hours a day, how many cords can 40 men cut in 24 days, working 9 hours a day?

11. What is the value of a piece of land 40 2-5 rods long, 16  $\frac{1}{4}$  rods wide, at \$32.50 per acre?

12. How many yards of carpet 30 inches wide will cover a floor 18 feet by 15 feet, if the strips run lengthwise, and the maching of the figures make a waste of 12 inches on each strip? What will it cost at 1.87  $\frac{1}{2}$  a yard?

#### CIVIL GOVERNMENT.

Select any ten of the following questions.

1. (a) What are the branches of our government, and what are the functions of each? (b) In what respect do two of these branches overlap each other with reference to their functions?

2. (a) How are members of the House of Representatives chosen? (b) What is the term of office? (c) Name three exclusive powers of this branch of the government.

3. (a) Of what does the United States Supreme Court consist? (b) Name two other grades of United States courts. (c) Name three classes of cases that must be tried in the United States courts.

4. (a) What is meant by ex post facto laws? (b) By bill of attainder? (c) By writ of habeas corpus? (d) By treason against the United States? (e) By impeachment?

5. (a) From what sources does the money for the support of schools come?

6. (a) When was Oregon admitted as a State? (b) How was it decided whether Oregon should be a free or a slave State?

7. (a) What are the branches of our State legislative department? (b) How many members in each? (c) How are they elected? (d) What is their term of office? (e) When will this department choose a United States Senator?

8. Discuss the articles of confederation, their failure, difficulties attending adoption of United States Constitution, and the difference that grew out of its interpretation.

9. Who is commander-in-chief of the military and naval forces of this State?

10. Distinguish between reprieves, commutations and pardons. Who has the power to grant them in this State?

11. What is the provision in the State Constitution relative to a religious test?

12. When shall the trial by jury remain inviolate? What is a jury?

#### UNITED STATES HISTORY.

Select any ten of the following questions:

1. What do you consider the real motives influencing Columbus in his search for a westward passage to India?

2. Why do we say Columbus discovered America when earlier navigators (as for example "The Norseman") reached the Continent many years before?

3. Give motives prompting the early settlement of Massachusetts, New York, Georgia, Maryland, Pennsylvania.

4. When did the Revolutionary War begin? - (b) When did it end? Give causes (other than taxation without representation) of the Revolutionary War.

5. (a) When did the war for Independence begin? (b) When and where did the Second Continental Congress meet? What was done at that meeting?

6. Give history of Bacon's Rebellion. Charles II. said of Berkley: "The old fool has taken more lives in that naked country than I did for the murder of my father." Explain.

7. (a) Give date and description of the battles of Saratoga. These battles are placed among the few decisive battles of this world, why? (b) Give date and place of the surrender of Cornwallis. (c) Give date of the adoption of the Constitution.

8. Give history of slavery in the United States.

9. What were the articles of confederation? Why

were they not sufficient after the close of the Revolutionary War? Why was a new constitution needed?

10. Name one prominent event or national question during each of the following administrations: Thomas Jefferson, John Adams, James Madison, Andrew Jackson, James Buchanan.

11 and 12. Write a brief account of our war with Spain.

#### PENMANSHIP.

1. What results do you strive to obtain in teaching penmanship?

2. What system of penmanship do you use? What are your reasons for using it?

3. Give the principles of your system of penmanship.

4. Give five movement exercises.

5. What would you give as a first lesson in penmanship?

6. Tell how you criticise and correct lessons in penmanship.

7. Write a business letter of at least fifty words, paying proper attention to form and punctuation.

#### GRAMMAR.

Select any ten of the following questions:

1. How are sentences classified according to use? How according to structure?

2. Of what parts of speech may a phrase perform the offices? What is it called in each instance? Give examples.

3. What is the difference between a co-ordinate and a subordinate conjunction? Between a gerund and a participle?

4. What is meant by verbs of incomplete predication? What completes them? Give examples.

5. What is inflection? What do we call inflections of nouns or pronouns? Of verbs? Of adjectives and adverbs?

6. State clearly the difference between a complex and a compound sentence.

7. Make such changes in the following sentences as you think proper, and justify with reasons: (a) John don't understand this rule in grammar. (b) Who did you take my brother to be? (c) Whether he goes or not it is your duty to be present. (d) The lawyer expected to have won the suit and was astonished to hear the judge's decision.

8. What tenses has the infinitive mode? What the imperative mode?

9. Analyze the following sentences: (a) Let all the ends thou aims't at be thy country's, thy God's and

truth's. (b) The face you wear, the thoughts you bring, a heart may heal or break.

10. Parse ends, be, wear, heart, and heal in the ninth.

11. What is voice? Change the voice in the following sentences: (a) Summer flowers fringe the dusty road with harmless gold. (b) We all believe him to be an honest man. (c) He was offered a pension by the government.

#### ORTHOGRAPHY.

Write correctly all words under 1, 2 and 3, using capitals only where necessary.

1. Vissitude, embarrassment, intelligent, irrelevant, sitadell, infalable, Mama, recommend, manigeable, dispendency.

2. lagitious, filippino, manilla, desacration, indictable, wrapped, de moine, tittle-tattle, purifyed, consillation.

3. Parrallel, tenacity, transval, maintainance, apprehend, tennessee, sychology, bycicle, tarif, unbeliever.

4. Define synonym, homonym. Example of each.

5. Why are dentals, nasals and gutturals so called?

6. Give three rules for spelling.

7. Give the different methods of teaching spelling. Which do you prefer? Why?

8. Which is correct benefited or benefitted? Why?

9. What do you mean by ultimate, penult, ante-penult?

10. Give three rules for the use of capitals.

11. Write seven abbreviations.

12. Mark diacritically, institute, won't, can't, evil, bade.

#### LINCOLN.

New heroes rise above the toiling throng,  
And daily come resplendent into view,  
And pass again remembered by the few,  
To leave one form in bold relief and strong  
That higher looms as ages march along;  
One name that lingers in the memory, too,  
And singers through all times shall raise the song  
And keep it swelling loud and ringing true.  
So, where the feet of Lincoln passed, the earth  
Is sacred, where he knelt we set a shrine.  
O, to have pressed his hand! That had sufficed  
To make my comrades marvel at my worth—  
Yet, let them glory, since their land and mine  
Hath reared the greatest martyr after Christ!

—S. E. Kiser.

## PRACTICAL METHODS.

### BUSY WORK.

BY ELMER E. BEAMS, A. M.

Our Motto:—Keep the pupils well employed.

#### MISCELLANEOUS QUESTIONS.

1. Explain the effect of blowing a fire.
2. Explain fully the use of a lamp chimney. Why is the light brighter and steadier?
3. Why does hot water cool more rapidly in a shallow dish than in a deep one of the same capacity? And why does it cool more rapidly in a draft than in still air?
4. When the day is warm you cannot see your breath, but when the day is cold you can. State the reason.
5. Why is a frosty night usually a clear one?

#### FARM ARITHMETIC.

1. Find the cost of a 200-acre farm at \$28.80 an acre.
2. How many 20-acre fields in a rectangular farm 420 rods by 310 chains?
3. If potatoes are planted  $2\frac{1}{2}$  ft. apart each way, how many hills are there on three acres?
4. When barley is worth 90 cents a bushel, and hay is worth \$18.50 a ton, how many bushels of barley ought a farmer to get in exchange for  $6\frac{1}{2}$  tons of hay.
5. A farmer takes five loads of oats to a grain merchant, and receives tickets showing the following weights: 26 bu., 12 lbs.; 33 bu., 18 lbs.; 36 bu., 18 lbs.; 34 bu., 10 lbs.; 29 bu., 21 lbs. How much should he receive for the five loads, at 35 cents a bushel?  
(One bushel equals 32 pounds.)

#### JUNIOR GRAMMAR.

1. Use those instead of that in writing these sentences:

- (1) That box is too large.
- (2) Hand me that book.
- (3) When did you get that book?
- (4) Get me that pen.
- (5) Was that book in the parlor?
2. Underline the adjectives in the following stanza, and tell what each describes:  
"A gentle boy, with soft and silken locks;  
A dreamy boy, with brown and tender eyes;  
A castle-builder, with his wooden blocks,  
And towers that touch imaginary skies."

#### FOR PRIMARY PUPILS.

1. How many weeks in two years?
2. Name the months that have 30 days only.

3. What does LXXVIII stand for?
4. Write ten words ending with d.
5. How many eggs in  $3\frac{3}{4}$  dozen?
6. Name five good games for girls.
7. Write the names of the days of the week. The names of the seasons.
8. Make a word out of the letters A M C E A I R.
9. What is a pound of butter worth? A hundred of flour?
10. How many pounds of sugar should you get for one dollar?

#### PRIMARY NUMBER.

1. Make a story about 6 and 3.
2. Make a story about 4 and 8.
3. Make a story about 8 less 3.
4. Make a story about 4 times 2.
5. Make a story about 10 less 5.

Fill the blanks with suitable words:

6. 4 ( ) and 3 ( ) are —( ).
7. 7 ( ) and 2 ( ) are —( ).
8. 8 ( ) less 6 ( ) are —( ).
9. 10 ( ) less 4 ( ) are —( ).
10. Make an example for 12 less 8 equals 4.

#### CORRESPONDENCE.

1. Write a letter to a former teacher, now living at 410 Broad street, Newark, N. J., telling him about your school. Be careful to punctuate the heading, salutation, body of letter, complimentary close, and signature correctly.
2. Write a short letter to your uncle in Utica, N. Y., giving your opinion of the late election.
3. You are about to visit your cousin, who lives at 320 Fifth avenue, New York City. Write a letter to him telling him when you are coming and on what train. Give him full particulars.

#### NICKNAMES OF CITIES.

What city is known as:	(13) Distillery City.
(1) Empire City.	(14) Silver City.
(2) Monumental City.	(15) Zinc City.
(3) Elm City.	(16) City of Falls.
(4) Quaker City.	(17) Porkopolis.
(5) City of Churches.	(18) Glass City.
(6) Forest City.	(19) Dairy City.
(7) Crescent City.	(20) Wagon City.
(8) Bicycle City.	(21) Match City.
(9) Trunk City.	(22) Corn City.
(10) Jewelry City.	(23) Furniture City.
(11) City of Spindles.	(24) Paper City.
(12) Tobacco City.	(25) Shoe City.

## ANSWERS.

Note:—We give answers to above queries to aid the ever busy teacher. Give out on Monday and have pupils find out during the week. Find out why these cities are so called:

(1) New York.	(14) Virginia City.
(2) Baltimore.	(15) Joplin (Mo.)
(3) New Haven.	(16) Louisville.
(4) Philadelphia.	(17) Cincinnati.
(5) Brooklyn.	(18) Wheeling (W. Va.)
(6) Cleveland.	(19) Elgin (Ill.)
(7) New Orleans.	(20) South Bend (Ind.)
(8) Denver (Colo.)	(21) Wilmington (Del.)
(9) Newark (N. J.)	(22) Wichita (Kan.)
(10) Providence.	(23) Grand Rapids (Mich.)
(11) Lowell.	(24) Holyoke (Mass.)
(12) Lynchburg (Va.)	(25) Haverhill (Mass.)
(13) Peoria.	

## AMERICAN HISTORICAL ACROSTIC.

For Fourteen Pupils.

When dark clouds of war wrapped our country in gloom,

This brave general's victories averted our doom.

This splendid old man, with his eloquent speech  
On themes patriotic, all hearts sought to reach.

From old England this soldier, philanthropist, came,  
To found our fair Georgia and give her a name.

Ride! ride through the country the warning to sound,  
Arousing the patriots a nation to found!

Our honored chief magistrate, brave 'fore the foe,  
The hand of a murderous assassin laid low.

And thou, Sage of Concord, with word and with pen,  
High thinking, pure living didst seek to teach men.

Of snow-bound New England one sweetly did sing,  
Of faith, home and country his verses all ring.

This Puritan youth was both gentle and brave.  
The sweetest of maidens her heart to him gave.

Ah, brave Irish soldier! so bold in the fray,  
Thy ride makes thee famous the world o'er, today.

O noble young patriot! shot as a spy!  
He grieved he but once for his country could die.

By the Hudson's broad stream, in a fair sunny nook,  
This man's graceful pen gave us many a bright book.

A swarthy King Philip, with war-whoop and shout,  
At the head of his tribes sought the whites to drive out.

He wrote and he spoke in the cause of the slave,  
An intellect bright and a soul that was brave.

Ah, here's Brother Jonathan, Washington's friend,  
A soldier, a patriot, his fame shall not end.

See these crowds madly rushing free lands to obtain  
In this new Territory. Pray, what is its name?

With three little ships bold Columbus came o'er,  
This one of the three bore him back from this shore.

Now, friends, take these primals and with them you'll  
spell

The name we most honor—you all know it well.

—Youth's Companion.

\*Let each pupil write on the board the name to which his verse refers, so that when the exercise is concluded, all can spell the name formed by the initial letters.

## THE COMMON FOE.

BY MRS. LUCY A. POWERS.

In our midst a foe is lurking,

Leading those we love astray,

Time and talent both usurping,

Waiting for its human prey.

Hearts are breaking, souls are sinking,

In the dark abyss of woe;

Christian, let there be no shrinking,  
Go en masse to rout the foe.

List the plaint that daily rising

Comes from homes accursed by rum,

Tarry not, but now uprising,

Quickly do what needs be done.

Have the whiskey fiend abolished,

Pray and fight, work with a will,

Let every rumshop be demolished,

Crush the foul "worm of the still."

Temperance workers, join your forces,

United effort must prevail;

Faith and work are your resources,

Allied to God you can not fail.

Then the pean of thanksgiving

Shall be heard throughout the land,

Songs of praise ascend to heaven,

With blessings on our temperance band.

—In Herald and Presbyter.

## WHEELER AT SANTIAGO.

## I.

Into the thick of the fight he went, pallid and sick and wan,  
Borne in an ambulance to the front, a ghostly wisp of a man;  
But the fighting soul of a fighting man, approved in the long ago,  
Went to the front in that ambulance, and the body of Fighting Joe.

## II.

Out from the front they were coming back, smitten of Spanish shells—  
Wounded boys from the Vermont hills and the Alabama dells;  
"Put them into this ambulance; I'll ride to the front," he said,  
And he climbed to the saddle and rode right on, that little old ex-confed.

## III.

From end to end of the long blue ranks rose up the ringing cheers,  
And many a powder-blackened face was furrowed with sudden tears,  
As with flashing eyes and gleaming sword and hair and beard of snow,  
Into the hell of shot and shell rode little old Fighting Joe.

## IV.

Sick with fever and racked with pain, he could not stay away,  
For he heard the sound of the yester-years in the deep mouthed cannon's bay—  
He heard in the calling song of the guns there was work for him to do,  
Where his country's best blood splashed and flowed 'round the old Red, White and Blue.

## V.

Fevered body and hero heart! This Union's heart to you  
Beats out in love and reverence, and to each dear boy in blue  
Who stood or fell 'mid the shot and shell, and cheered in the face of the foe,  
As wan and white to the heart of the fight rode little old Fighting Joe!

—James Lindsay Gordon.

## CHARLESTON THE CONVENTION CITY.

Many of our readers will want to know more about the city where the N. E. A. meets this year. The following sketches are taken from the article by Julian Ralph in Harper's Magazine.

First, it is very beautiful; next, it is dignified and proud; third, it is the cleanest city (or was when I was there) that I have yet seen in America; and, last of all, it is a creation by itself—a city unlike any other that I know of. It is built on a spit of land with water on three sides, like New York, and this gives its people that constant and enduring delight which continual views of moving water never fail to provide. Part of its early history is that of a planters' summer resort, and something of that forgotten holiday air still clings to it. If it suggests any city that I have ever seen, it is New Orleans—perhaps because of an indefinable Latin trace that is seen in the stuccoed houses and walled gardens, and again, because of the important part the gardens play there and the profusion of flowers that results from them.

The most peculiar feature of Charleston is the arrangement of its houses, which, as a rule, are built sidewise on the streets, with the end of each dwelling toward the pavement. This has been done to provide for either a southern or western prospect from the galleries, or "piazzas," as they call them, with which each house is prettily and invitingly adorned. Because of this method of building the entrances, which, without knowing better, we would take to be the front doors, in reality admit the members of each household, either to the end of the lower porch or into the garden, the true main doorway being on the side of the house. Full enjoyment of the gardens is thus combined with privacy, and, thought one may get only glimpses of these little preserves from the streets, strong hints of their prettinesses are often carried up to the lofty balconies in the forms of vines and potted plants, like extensions of the gardens, the which whoever runs may enjoy. How very pretty and how very peculiar Charleston has thus become only a visit can disclose.

Charleston is old and finished and complete—a small, inviting, pretty—a dignified, almost splendid little city.

When a man has not a good reason for doing a thing, he has one good reason for letting it alone.—Sir Walter Scott.

How ill agree the views of vain mankind,  
And the wise counsels of the eternal mind!—Homer.

## N. E. A.

The National Educational Association meets at Charleston, S. C., July 7th to 13th, 1900. The Louisville & Nashville R. R. and connections make the shortest and quickest route from St. Louis, Evansville and Chicago to Charleston.

Tickets will be sold from these gateways on 3rd, 5th, 6th, 8th and 9th, good going until July 10th, at rate of one fare plus \$2.00 for membership fee, and will be good returning until Sept. 1st, 1900, allowing stopovers south of the Ohio River and Washington, D. C.

Tickets can be purchased via diverse routes, going one way and returning another, at one-half regular fare applying via route traveled plus \$2.00. If stopover at Washington, D. C., is desired \$1.00 additional will be collected by the joint agent of the trunk line committee at that point.

In making up your route remember that the Mammoth Cave of Kentucky is near the main line of the Louisville and Nashville R. R., and passengers purchasing tickets from or through St. Louis can arrange for trip via Nashville and Chattanooga direct, or via Louisville and Nashville, allowing stopover at Glasgow Junction, enabling them to visit the Mammoth Cave; thence via Chattanooga, Lookout Mountain, Chickamauga Battlefield and Atlanta, or tickets may be purchased via Harriman Junction; via Chattanooga and Asheville; via Jellico; via Lynchburg; via Richmond; via Norfolk; via Petersburg; via Birmingham or Montgomery; or vice versa, going one way and returning another.

If going to this meeting map out your route, and if your home agent cannot give you the information you wish in regard to railroad and sleeping car rates, address

GEO. D. HORNER,  
D. P. A., L. & N. R. R.,  
206 N. Broadway, St. Louis, Mo.



TO HAVE AND TO HOLD, by Mary M. Johnson. Houghton, Mifflin & Co., Boston. \$1.50.

"To Have and to Hold" is by a young Virginia girl, not yet thirty, and is her second book. The scene is laid in Virginia in the time of Captain John Rolfe, and gives us a vivid picture of the trials and hardships of our forefathers, in their struggles with the Indians. The story opens with the arrival at Jamestown of a cargo of maidens from England, to be sold as wives to the planters; the price, 120 pounds of tobacco. Lady Jocelyn Leigh, a ward of King James is one of the number having come over, in the disguise of her waiting maid, to escape marriage with Lord Carnal, one of the king's favorites. She falls to the lot of Captain Ralph Percy, and the remainder of the story is a thrilling account of their adventures, by land and sea, to escape Lord Carnal, who has followed the Lady Jocelyn, with commands from the king to bring her back at any cost.

The story is full of adventure told in a manner that thrills the heart of the reader and holds the attention from the very first page to the last.

GREAT AMERICAN EDUCATORS, by A. E. Winship Litt. D. Werner School Book Co., Chicago.

Children always enjoy the life story of a man who has become famous. They have heard of warriors almost without number, of poets and statesmen not a few, but it has remained for Dr. Winship to spread for the young mind a feast of story in the lives of the Great American Educators. This work contains the Life Stories, with portraits, of Horace Mann, Mary Lyon, David P. Page, Henry Barnard, Edward A. Sheldon, James P. Wickerham, Newton Bateman and John D. Philbrick, who represent the growth of popular education in this country.

ELEMENTS OF TRIGONOMETRY, by Andrew Phillips, Ph. D., and Wendell M. Strong, Ph. D. Harper & Brothers, New York.

This is a new book of the Phillips-Loomis mathematical series, and it is

# Exhaustion

## Horsford's Acid Phosphate

Is the most efficient remedy known for the relief of languor and exhaustion, so common in the spring and summer months.

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In this work the author makes the experiences of men and women in their actual life so closely related to the experience of the student that he at once feels that he is studying life rather than books. A careful study of this book will prepare the student to take his place in the affairs of the busy world. There are many full outlines illustrating points in our Industrial History.

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knowledge, and the fuller one's knowledge the clearer will be the way of duty. Ignorance is not the mother of virtue. The conscience of the child to be a good and reliable guide to lead to what is right and to shun what is wrong must be an enlightened conscience. These Lessons on Morals contain much that will be useful to the teacher in giving the child this enlightened conscience.

**THE INTERNATIONAL GEOGRAPHY BY SEVENTY AUTHORS.** Edited by Hugh R. Mill, D. Sc. D. Appleton & Co., New York. 1088 pp. \$3.50.

Ever since Dewey sailed into the harbor at Manila and destroyed the Spanish fleet we have felt that there was a great need of more specific knowledge of the earth's geography, and especially of that geography as it is related to the international affairs of the government of the various countries.

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**A SMALLER HISTORY OF ROME.** By Sir William Smith, D. C. L., LL. D. New and thoroughly revised edition by A. H. J. Greenidge, M. A., Lecturer and late Fellow of Hertford College; Lecturer in Ancient History in Brasenose College, Oxford. Cloth, 12mo., 371 pages, with colored map, plans and illustrations. Price, \$1.00. American Book Company, New York, Cincinnati, and Chicago.

There is probably no book on this subject more universally used by high schools and similar schools than this Smaller History of Rome. It occupies a distinct position by itself. In this new edition care has been taken to preserve the essential characteristics and proportions of the original book as far as possible, with due prominence to the most important events. Some valuable additions have been made, however, including the results of recent historical investigations. In typography, as well, it is a vast improvement, and all the maps and a larger portion of the illustrations have been especially prepared for this volume. We predict for it a great success.

**HISTORY OF ENGLISH LITERATURE.** By Reuben Post Halleck, M. A. (Yale). Cloth, 12mo., 499 pages, illustrated. Price, \$1.25. American Book Company, New York, Cincinnati, and Chicago.

No book will receive a heartier welcome from teachers of English than this new volume. It furnishes a concise and interesting text-book of the history and development of English literature from the earliest times to the present. It is not a collection of biographies, for only sufficient facts of an author's life are given to make students interested in him as a personality, and to show how his environments affected his work. The author's productions, their relation to the age, and the reasons why they hold a position in literature, receive treatment commensurate with their importance. Special attention is paid to literary movements, to the essential qualities which differentiate one period from another, and to the animating spirit of each age. The book contains many excellent illustrations and a unique and instructive literary map of England, showing the birthplace and homes of the chief authors.

#### LORD & THOMAS DIRECTORY FOR 1900.

The regular annual edition of the Pocket Directory of the American Press for 1900, issued by the well known advertising agency of Lord & Thomas, Chicago and New York, has made its appearance and it is filled from cover to cover with valuable data of great importance to all who are interested in the subject of newspaper or magazine advertising. The material therein contained is entirely up to date and compiled with the co-operation of publishers by a staff of experts on newspapers. The Pocket Directory enjoys a well deserved reputation for reliability and supplements it with an exceedingly convenient form for ready reference at the expense of the least possible amount of effort. An excellent index materially facilitates consultation.

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Literary Notes.

In an article entitled "The Constitution of the Territories," in the American Monthly Review of Reviews for April, Prof. Harry Pratt Judson, of the University of Chicago, defines the powers of Congress in relation to our new possessions, exposing some of the fallacies that have crept into the discussion of the subject, both within and without the halls of Congress.

The Complete Novel in the "New Lippincott" for April is entitled "The Heart of the Ancient Wood," by Charles G. D. Roberts. The few but large souled human characters in it live in the woods of the North, close to Nature's heart: with the beasts of the forest for their friends. Yet even here the old, old story is very present; the wild surroundings cannot entirely efface the coquetry natural to woman and there is rivalry of a unique kind to bring this out. This issue is replete with good fiction, as it always is.

Prof. Sparks' study of "The Expansion of the American People" in the April Chautauquan reaches the Oregon Expansion, The Acquisition of Texas, The Conquest of Upper California, and Gold as the New Factor in the American Expansion. These picturesque developments in United States history are profusely illustrated and have special interest in view of the current interest in expansion policies.

The School Music Monthly, published at Quincy, Ill., enters a new field. It is an independent journal, devoted to the interests of school music. In general it will do three things:

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Creek. Francis Lynde, the novelist, went to Cripple Creek for Scribner's Magazine and made a study of the conditions of this great work. He will describe it, with abundant illustrations, in the May Scribner's.

The most expensive city in the world—that is, the one that costs the most to run and spends the most money every year—is New York. Why it is so, how much it annually spends and how this vast sum might and should be reduced, is told by the present city comptroller, Bird S. Coler, in a most important article, which is published in the May number of Appleton's Popular Science Monthly.

The May issue of the Delineator has quite a collegiate flavor. Three stories in the one number are localized at Smith College. Every girl with college ambitions will find these clever sketches interesting, particularly of the student who "cut her French exam." The point of the story is perfectly con-

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cealed until the last sentences. Under "College News," the same magazine tells of all the quaint and pretty customs that now cluster around Commencement at the leading Colleges for Women.

Ex-President Cleveland's two addresses on the "Independence of the Executive" at Princeton, April 9th and 10th, will be notable contributions to political literature. They will appear in authoritative form only in the June and July issues of the "Atlantic Monthly," fully copyrighted by Houghton, Mifflin & Company.

The Macmillan Company publish this week John A. Hobson's "Economics of Distribution"—the third volume in the "Citizen's Library," edited by Professor Richard T. Ely. Mr. Hobson is the author of "The Evolution of Modern Capitalism" as well as several other works on economic subjects. His recent book "The War in South Africa; its Causes and Effects," issued last week by the same publishers, is having a wide sale.

It will be with peculiar satisfaction that teachers will learn that a textbook of English History, by so able and fair a writer as Mr. J. N. Larned, is announced for publication in the fall by Messrs. Houghton, Mifflin and Company. Many students of history are already familiar with Mr. Larned's valuable History for Ready Reference.

The now familiar and favorite "Nugget Series" has been enriched by one more little volume, this time from six famous experts in historical writing and criticism. This time, however, instead of a great number of small nuggets, the gathering of "ore from rich mines" is in larger form and complete essays, selected with a view to present the essential qualities and the finest methods of artistic historical writing. It gives the best of the great writers both in England and America.

The American Army Officer in Action is the subject of a paper which Senator Albert J. Beveridge contributes to The Saturday Evening Post May 5th. During his visit to the Archipelago, Mr. Beveridge was the guest and comrade

of Generals Lawton and King, and he tells some stirring stories of the undaunted courage of the tried Indian fighter and the nonchalant coolness of the army novelist.

An Outline of Political Growth in the Nineteenth Century, by Edmund H. Sears, A. M., Principal of Mary Institute, St. Louis, Missouri, has been written with a view to covering the entire political field and giving a succinct account of every nation which is, even supposedly, under popular government. It therefore attempts what has never been undertaken before, and The Macmillan Company will publish it within the next few weeks.

The Summer School of Harvard University has agreed to give instruction during the summer of this year to a considerable number of teachers in the schools of Cuba. Although this instruction is to be given in Cambridge during the session of the Summer School, the work is not to be done in that School, but under separate direction and by instructors especially chosen for that task. A few of these Cuban teachers, who have a sufficient knowledge of English, may be entered in the regular summer classes; but the number thus qualified is likely to be very small.

The National Photo News and Views" for May presents a very attractive appearance, and its contents are of special value and interest to the amateur photographer. The articles, "Lighting for Portraiture," by Mr. D. Bachrach; "A Progressive Idea," "Search for a New Planet," and other interesting articles, make it a very readable number.

#### ENGLISH FOR SECONDARY SCHOOLS.

At the Washington meeting in 1898 of the Secondary Department of the National Educational Association, a paper on the study of English, including an outline of a course of study, was presented by Mr. W. F. Webster, Principal of the East Side High School at Minneapolis, Minnesota. This paper was received with so much favor that Mr. Webster was led to develop the ideas contained in it into a book with the title "English for Secondary Schools" which will soon be published by Houghton, Mifflin & Co.

The National Herbart Society is being reorganized, and for this reason the publication of the next Year Book of the society will probably be postponed until the reorganization is effected.

The following are some of the features under consideration:

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4. Publications: The publication, in Year Books and Supplements, of the result of scientific study by the active and associate members, when approved by a committee on publication appointed by the active members.

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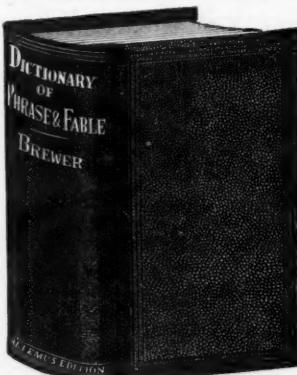
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